

Shadow a class for the day or 3 classes in 3 sessions

One way to improve the quality of a professional experience placement is for the supervisor to organise the pre-service teacher (PST) to observe a range of different classrooms during the PST observation period (online or face to face).

Who implements this strategy

Supervisor (ST)

How is it implemented?

- In a high school, the ST selects a student that the PST will be teaching during their professional experience placement and organises for that PST to follow this student's timetable for the day.
- In a primary school, the ST will organise for the PST to visit 3 different classes (or 3 stages) for each session throughout the nominated day.
- The ST contacts all the classroom teachers of that student / class, advising them that the PST (name) will be shadowing/visiting this class on date/session and to contact you if it does not suit.
- The PST is given the guided question sheet at the start of the day. At the end of the observation day the ST supports the PST to reflect on what they observed.

Variations:

- In small schools, this can be arranged informally.
- Vary the questions asked. Adjust or select from the questions (See attached resource) to best suit your situation

What are the benefits of implementing this strategy?

- The PST is given an opportunity to network with a wider range of staff members at your school.
- The PST gets to observe a range of teaching and learning environments.
- The PST benefits from supported reflective discussion with their ST after the day.
- ST has the opportunity to practice coaching and mentoring techniques.

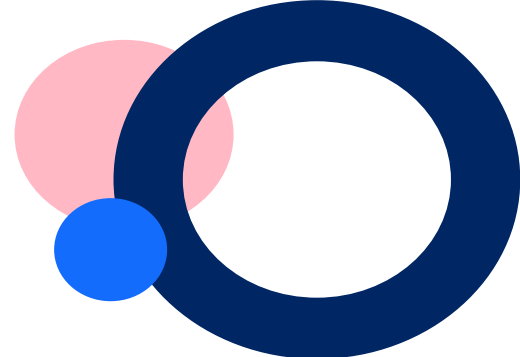
Outcomes

- The PST develops a deeper understanding of Standard 1 – Know the students and how they learn .
- The PST observes a range of classroom management and engagement strategies.
- The PST engages with a whole school community strategy that supports their professional networking and exposure to a wide range of teaching styles.

Success indicators

- An indicator that the strategy is working as intended: the supervisor or PEXC can have a professional conversation with the PST at the end of the observation day to unpack what they saw and heard. The PST can positively reflect on the day.
- An indicator that the strategy is *not* working as intended: The PST does not have a coaching conversation at the end of the day or the PST did not know what to look for as there was no structure provided.

Pre-service teacher guided reflection



- Identify student's strengths and interests.
- How do they like to learn?
- When are students most engaged?
- What type of activities were used for students with complex learning needs?
- Are there combinations of students sitting together that worked well / or didn't work?
- Are any students in the class leaders? How did teachers utilise this?
- Find out information about as many students as you can that is not school related throughout the day e.g. Their favourite sports team, computer games they play, their hobbies outside of school.
- Who within the class asks questions to clarify their understanding? Did the 'quieter students' use another strategy to help clarify their understanding? What was it?
- Were there any classroom routines that worked well?
- What did you notice about the learning activities / students / teaching strategies as the day went on?
- What settling techniques did you observe – verbal / non-verbal cues, voice projection, seating plans etc.
- Were there clear classroom rules vs expected behaviour. What strategies were used?
- Tally how many warnings were given before an implemented consequence.
- Make notes about how students responded to the warning(s) and how teachers delivered the warning? List all the techniques used.

Reflect on each lesson / session - outline:

- What was done well?
- What could be improved and how?
- What did students learn and how well did they learn it?
- How do you know this?
- Ask two or three students from the class, what they felt they learnt.

Did you notice?

- Different teaching styles? Which styles resonated with you?
- What teaching strategies or learning activities had the biggest impact on students learning? How did you know?
- If students' behaviour was affected by the learning task and/or time of day?
- If friendship groups impacted the learning?
- How students respond to positive / negative feedback and redirections?
- What students did when the teacher wasn't looking?

Take away:

- Identify 5 strategies you want to include in your teacher toolbox. Consider the impact this would have on student learning and your enjoyment **of teaching**.
- Consider how hard it is to reflect and quickly adjust your classroom response/ activity in the 'heat' of the moment? What can you do to improve this?

Notes: